DOCUMENT RESUME

ED 214 017 CE 031 959

TITLE	Exhibit Positive Work Attitudes. Work Maturity Skills. Competency 2.0.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE	81
CONTRACT	DOL-99-0-2297-33-52
NOTE	28p.; For related documents see CE 031 933-972.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Career Education; *Competency Based Education; Creativity; Employment Potential; *Individualized Instruction; Instructional Materials; *Interpersonal Competence; Job Skills; Learning Activities; Postsecondary Education; Secondary Education; *Skill Development; *Vocational Adjustment; *Work Attitudes; Young Adults
IDENTIFIERS	Pride in Performance; *Work Maturity Skills Training Program

ABSTRACT

Designed for use as a part of the Work Maturity Skills Training Program, this unit consists of instructional materials dealing with exhibiting positive work attitudes. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Addressed in the individual lessons are the following competencies: (1) using basic social skills (assuming positive behavior and exhibiting interest in others); (2) being creative and willing to learn (identifying creative potential in oneself and others and seeking new ideas and ways of doing things); and (3) taking pride in one's work (developing a sense of contribution about one's work and being particular about the finished product). Each lesson consists of a performance objective, learning activities, information sheets, worksheets, and evaluation checklists. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

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Work Maturity Skills

CE031959

Exhibit Positive Work Attitudes

Competency 2.0

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COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.01: Use Basic Social Skills

OPERATIONAL UNIT 2.01A: **Assume Positive Behavior**

Performance Objective: *Given an assessment sheet, the learner will be able to find out his or her behavior strengths and weaknesses and follow a plan to improve given behaviors to the satisfaction of the instructor.*

STEP 1. Assess your behavior.

a. Read the behaviors listed on Worksheet 2.01A.

b. Assess your behavior. Complete Part 1 of Worksheet 2.01A.

STEP 2. Ask other people to assess your behavior.

a. Ask a co-worker to assess your behavior. If you are not working, ask another participant. (Direct the person to the Co-worker column in Part 2 of the worksheet.)

b. Ask a supervisor to assess you. A parent, instructor, or employer is a supervisor. (Direct the person to the Supervisor column in Part 2 of the worksheet.)

STEP 3. Compare assessments.

a. Read the three parts of the worksheet.

b. Which words were checked three times or more? These are your strengths.

c. Find out your behavior weaknesses. What words received no checks from others?

d. Discuss the assessments with your instructor and other participants. Discuss why each person rated you in the ways listed.

e. List the ways you most need to change to get along with others.

STEP 4. Determine the behavior you most need for job success.

a. Identify the job you have or the type of job you hope to have.

b. Circle on the worksheet the behavior you most need to work with others on the job. Ask the advice of your instructor. Or ask someone who hires people for the job.

STEP 5. Plan how you can improve your behavior.

a. Look at the words you circled. Did the co-worker and supervisor check those words?

b. List the ways you most need to improve in order to work well with others.

c. Analyze a situation where you behaved poorly. Meet with several other participants. Describe the situation. Discuss ways you could have changed your behavior.

d. Make a list of five things you can do to improve each behavior you circled.

STEP 6. Practice positive behavior.

a. Follow the plan you made in STEP 5.

b. List any situations when you did not live up to your plan.

c. Decide what other steps you can take to improve your behavior.

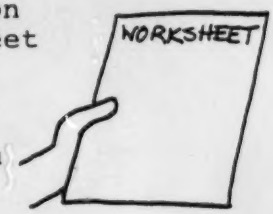
d. Discuss your progress daily with another participant or with your instructor.

e. Rate your own behavior for one week.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.



After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 2.01A

Part 1

Read the words that describe behavior. Place a check in front of words that best describe you. How do you usually act?

With co-workers or other participants		With supervisors or instructors	
-friendly	-respectful	-friendly	-respectful
-kind	-outgoing	-kind	-outgoing
-helpful	-persistent	-helpful	-persistent
-polite	-serious	-polite	-serious
-considerate	-tactful	-considerate	-tactful
-calm	-honest	-calm	-honest
-cheerful	-loyal	-cheerful	-loyal
-patient	-shy	-patient	-shy

Part 2

Read the words that describe behavior. Think about the participant you are assessing. How does he or she act? Check the words that describe that behavior.

Co-Worker (check here)		Supervisor (check here)	
-friendly	-respectful	-friendly	-respectful
-kind	-outgoing	-kind	-outgoing
-helpful	-persistent	-helpful	-persistent
-polite	-serious	-polite	-serious
-considerate	-tactful	-considerate	-tactful
-calm	-honest	-calm	-honest
-cheerful	-loyal	-cheerful	-loyal
-patient	-shy	-patient	-shy

Evaluation Checklist

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.01: Use Basic Social Skills

OPERATIONAL UNIT 2.01A: Assume Positive Behavior

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Assess your behavior?	☐
☐	2. Get other people to assess your behavior?	☐
☐	3. Compare the assessments?	☐
☐	4. Determine the behavior you most need for job success?	☐
☐	5. Plan how you can improve your behavior?	☐
☐	6. Follow your plan for one week?	☐

Instructor_____

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.01: Use Basic Social Skills

OPERATIONAL UNIT 2.01B: Exhibit Interest in Others

Performance Objective: *Given a work situation, the learner will be able to list at least three ways to meet the needs of co-workers, supervisors, and customers to the satisfaction of the instructor.*

STEP 1. Find out the responsibilities of your co-workers.

a. Make a list of all people you work with during the work day. (If you are not employed, list the people you work with at home or in this training program.)

b. List each person's job title under his or her name.

c. List each person's three main tasks. List them next to the person's name and job title.

STEP 2. Find out the responsibilities of your supervisor.

a. Write your supervisor's name and job title. (If you have no supervisor, write the name of your instructor or parent.)

b. Find out whom he or she supervises. List the names and job titles on a sheet of paper.

c. Find out your supervisor's main responsibilities. Write a paragraph describing them.

STEP 3. Learn about the customers you serve.

a. List at least two types of customers you serve. (At home your "customers" may be those who live with you or near you.)

b. List at least three reasons customers need your services.

STEP 4. Plan three ways to improve your relations with co-workers, supervisor, and customers.

a. List three ways to help your co-workers meet their responsibilities.

b. List three ways to help your supervisor meet his or her responsibilities.

c. List three ways you can help meet your customers' needs.

STEP 5. Follow your plan. Do the things you listed in STEP 4.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your lists and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

10 After the instructor verifies each item on the checklist, begin another unit.

Evaluation Checklist

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.01: Use Basic Social Skills

OPERATIONAL UNIT 2.01B: Exhibit Interest in Others

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Find out the responsibilities of your co-workers?	☐
☐	2. Find out the responsibilities of your supervisor?	☐
☐	3. Learn about the customers you serve?	☐
☐	4. Plan three ways to improve your relations with co-workers, supervisors, and customers?	☐
☐	5. Follow the plan you made?	☐

Instructor_____

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.02: Be Creative and Willing to Learn

OPERATIONAL UNIT 2.02A: Identify Creative Potential in Self and Others

Performance Objective: *Given an assignment,*

the learner will be able to identify creative contributions made by self and others

to the satisfaction of the instructor.

STEP 1. Engage in a creative activity.

a. Find two or three other participants to work with you in this creative (inventive) activity.

b. In ten minutes, create several designs each for a NO SMOKING poster. Time yourselves exactly.

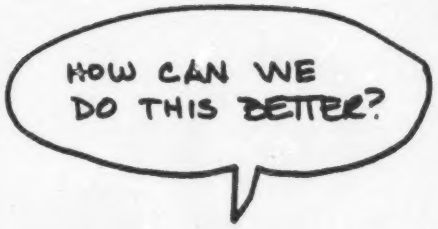
STEP 2. Identify the contributions of each person.

a. Share your poster ideas with each person.

b. Work together to design the final poster.

c. List any of your ideas that were used in the poster.

d. Identify ways in which the ideas of other participants improved the poster.



STEP 3. List the factors that hampered creativity.

a. Read the list of possible responses. They are listed on Information Sheet 2.02A.

b. Check the responses that agree with your feelings.

STEP 4. Plan ways to encourage creativity.

a. Read again the responses you checked.

b. List one way to overcome each of the things that prevent you from thinking of and suggesting ideas.

c. List two things you can do to encourage others to be creative.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

INFORMATION SHEET 2.02A

Responses

1. I don't draw well.
2. I need more time.
3. More ideas come to me when I am doing other kinds of work.
4. I work better when I am alone.
5. I am afraid other people will laugh at my ideas.
6. I think my ideas are stupid.
7. I think my ideas are too unusual.
8. I'm afraid others will criticize my ideas.
9. I work better when I talk with other people.
10. I didn't like the project.

Evaluation Checklist

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.02: Be Creative and Willing to Learn

OPERATIONAL UNIT 2.02A: Identify Creative Potential in Self and Others

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Engage in a creative activity?	☐
☐	2. Identify the contributions of each person?	☐
☐	3. List the factors that hampered creativity?	☐
☐	4. Plan ways to encourage creativity?	☐

Instructor_____

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.02: Be Creative and Willing to Learn

OPERATIONAL UNIT 2.02B: **Seek New Ideas and Ways of Doing Things**

Performance Objective: *Given a certain process or product, the learner will be able to demonstrate new ideas and ways of doing things to the satisfaction of the instructor.*

STEP 1. Consider what you already know.

a. Think about some process or product you would like to improve. Can't you think of one? Then select one of the situations on Worksheet 2.02B.

b. List the things you know about the process or product.

STEP 2. Find some other ways to do things.

a. Find out what other people are doing. Ask several people who do the same kind of work.

b. Think of ways you could change things. You could . . .

- make things larger or smaller,
- slightly change something,
- move things to different places,
- replace one thing with another, or
- combine several things.

c. Make a list of ideas to consider.

STEP 3. Brainstorm ideas with other people. (Exchange thoughts.)

a. Get two or three other people to brainstorm with you.

b. Use imagination to think of ideas. Let your imagination go. No idea is too crazy to consider!

c. Present your ideas to each other. But do not criticize! Every idea is important to consider.

d. Write down as many ideas as you can. Work as quickly as possible.

STEP 4. Seek new ideas.

a. Consider each person's ideas. Sometimes one person's idea may give another person a new idea.

b. Think about and discuss the possibility of using each idea.

c. Combine and improve ideas. Don't criticize!

d. Make a final plan. List ways to improve the process or product.

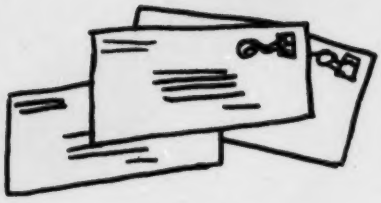
NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 2.02B



Situation #1: Process

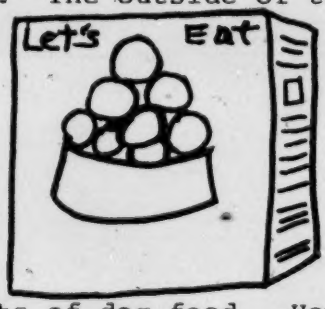
You are a secretary in a large office. One of your tasks is to deliver the mail to the workers on your floor. Each day the mail deliverer brings the mail to your floor. She puts it in the large box you placed near the elevator.

You do not always see her deliver the mail. But other people do. They look through the box to find their mail. Sometimes mail spills out of the box. Sometimes people take the wrong mail.

How can you make sure no mail gets lost? . . . or mistakenly picked up? What changes can you make in the process described?

Situation #2: Product

You work for the LET'S EAT dog food company. The dry dog food is packaged in a box. The outside of the box looks like this:



People are buying lots of dog food. However, they are <u>not</u> buying LET's EAT dog food.

LET'S EAT dog food is great for small dogs. Its tiny chunks are easy for small dogs to chew. Large dogs do not like LET'S EAT dog food.

How can you get more people to buy LET'S EAT dog food?

Evaluation Checklist

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.02: Be Creative and Willing to Learn

OPERATIONAL UNIT 2.02B: Seek New Ideas and Ways of Doing Things

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify what you already know?	☐
☐	2. Find some other ways to do things?	☐
☐	3. Brainstorm ideas with other people?	☐
☐	4. Accept new ideas?	☐

Instructor _____

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.03: Take Pride in Your Work

OPERATIONAL UNIT 2.03A: Develop a Sense of Contribution About Your Work

Performance Objective: *Given a job,*

the learner will be able to identify the importance of his or her work

to the satisfaction of the instructor.

STEP 1. Identify the scope of work you do.

a. Describe the work you do. Or describe the work you would like to do. Write a paragraph on Part 1 of Worksheet 2.03A.

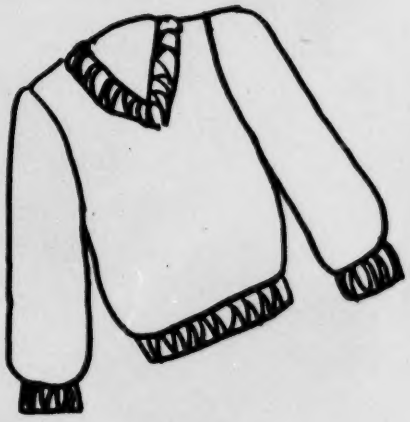
b. List the responsibilities of a person who works in the job you described. Do this on Part 2 of Worksheet 2.03A.

STEP 2. Identify the people who benefit from the work you do.

a. List the people who benefit directly from your work. For example, a nurse's work can benefit children. It can benefit old people, sick people, and handicapped people, too. Write the list on Part 3 of Worksheet 2.03A.

b. List people who benefit indirectly from your work. For example, a nurse's work also benefits families of people who need care. Write your list on Part 4 of Worksheet 2.03A.

STEP 3. Identify ways your work benefits you and other people.



a. Discuss your work with several participants. Discuss ways your work benefits you and other people.

b. List three ways your work benefits you. For example, a clothing salesperson knows current styles and colors. List on Part 5 of Worksheet 2.03A.

c. List three ways your work benefits other people. For example, a clothing salesperson helps customers select styles that are flattering. Complete Part 6 of Worksheet 2.03A.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then take your worksheet and evaluation checklist to the instructor. Your instructor will check your answers, observe your behavior, rate you, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

WORKSHEET 2.03A

Part 1

Write a paragraph. Describe the work you do or would like to do.

Part 2

List the responsibilities of a person who works in the job you described.

Part 3

List the people who benefit directly from your work. Example: gardener: home owner.

Part 4

List people who benefit indirectly from your work. Example: gardener: neighbors.

Part 5

List three ways your work benefits you.

Part 6

List three ways your work benefits other people.

Evaluation Checklist

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.03: Take Pride in Your Work

OPERATIONAL UNIT 2.03A: Develop a Sense of Contribution About Your Work

YOUR CHECKLIST	Did you:	INSTRUCTOR CHECKLIST
☐	1. Identify the scope of work you do?	☐
☐	2. Identify the people who benefit from the work you do?	☐
☐	3. Identify ways your work benefits you and other people?	☐

Instructor_____

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.03: Take Pride in Your Work

OPERATIONAL UNIT 2.03B: **Be Particular About the Finished Product**

Performance Objective: *Given a project,*

the learner will be able to complete the work accurately

to the satisfaction of the instructor.

STEP 1. Engage in a project.

a. Ask your instructor for a project you can do in the classroom. (The project should relate to the work you do or enjoy.)

b. Get the materials you need.

c. Begin work.

STEP 2. Work carefully to avoid mistakes.

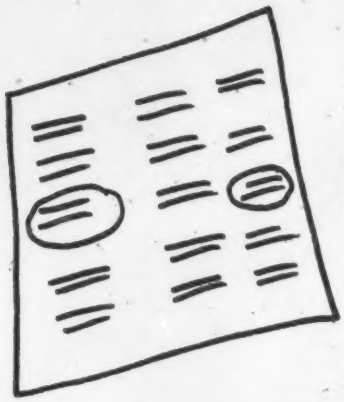
a. Pay attention to what you are doing as you work.

b. Avoid distractions (things that take your attention away from your work).

STEP 3. Get input from qualified people.

a. Ask your instructor to check your work.

b. Talk with people who do the same work in their jobs. Ask them for advice.



STEP 4. Check your completed work.

a. Make sure your work is accurate.

b. Correct any mistakes.

NOW . . .

Are you in doubt about any part of the unit? If so, seek help from your instructor. Repeat the entire unit.

Do you feel that you have satisfactorily completed this unit? If so, rate yourself on the evaluation checklist. Then ask your instructor to rate you, observe your behavior, and advise you if necessary.

After the instructor verifies each item on the checklist, begin another unit.

Evaluation Checklist

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.03: Take Pride in Your Work

OPERATIONAL UNIT 2.03B: Be Particular About the Finished Product

YOUR CHECKLIST		Did you:	INSTRUCTOR CHECKLIST
☐	1.	Engage in a project?	☐
☐	2.	Work carefully to avoid mistakes?	☐
☐	3.	Get input from qualified persons?	☐
☐	4.	Check your completed work?	☐

Instructor_____